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IDENTIFIERS Cuyahoga Community College

## ABSTRACT

This plan for a college-wide participatory governance system at Cuyahoga Community College (CCC) was formulated on the basis of a review of the literature, interviews with leading authorities in the two-year college field, and site visits to six other urban multi-campus community colleges to review their governance systems. This document presents a summary of the comments of current CCC staff concerning what they perceive to be obstacles to the effective operation of the present CCC governance system, including problems with: governance structure; goals, objectives, task clarity; attitudes; decision making skills; conflict resolution opportunities; required help and resources; records, reports, and a "memory drum"; leadership style; lines of responsibility, authority, and accountability. The document concludes with a description of a proposed participatory governance system, and includes: principles and guidelines for participatory governance; a chart of the college-wide participatory governance system; a description of the College Forum and Joint Governance Councils and their function; a description of the Joint Governance Advisory Committees and their functions; a proposed evaluation instrument for assessing governance system effectiveness. (Author/NHM)

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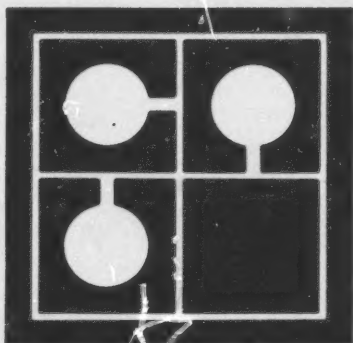
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**Cuyahoga Community College**

Serving Greater Cleveland since 1963

**COLLEGE-WIDE  
GOVERNANCE SYSTEM:  
Principles, Guidelines,  
and Structure**

JC 760 313

PRINCIPLES, GUIDELINES, AND STRUCTURE  
FOR A COLLEGE-WIDE GOVERNANCE SYSTEM:  
CUYAHOGA COMMUNITY COLLEGE

Spring, 1976

### ACKNOWLEDGMENTS

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Association for Higher Education
- Dr. James Wattenbarger, University of Florida, Gainesville
- Dr. Benjamin R. Wygal, President, Florida Junior College  
at Jacksonville

## FORWARD

An understanding of college governance requires a full grasp of the complex environment in which College decisions are made. Cuyahoga Community College faculty, students, staff, and administrators are directly influenced by institutional policies and procedures, and by the Federal, State, and local governments, the Board of Regents, and the courts. This introductory section briefly describes how the College officially interfaces with these "outside" institutions.

### Government: Federal, State, and Local

All levels of government influence the College in two ways: through rules and regulations setting forth responsibilities, authority and constraints, and through direct and indirect funding. Cuyahoga Community College District is a political subdivision of the State of Ohio which was authorized by the Ohio General Assembly when it adopted Chapter 3354 of the Ohio Revised Code. The Revised Code describes specifically the powers and duties of community colleges, as well as other higher education institutions and government subdivisions. The State also influences the College and its actions through its biennial higher education subsidies, which amount to over one-third of the College's operating budget. The College is required to participate in the State biennial budget planning process, and its overall planning is partially shaped by State requirements. The 1976 Master Plan for Higher Education in Ohio is the general framework within which the development of the College relates to the total higher education system in the State.

County taxpayers provide nearly one-third of the College's resources through the 1.6 mill levies. The County government collects and transmits these resources to the College, and the College participates in the County annual budget planning process. Both the State and County governments exercise direct influence on the College by appointing Trustees--three by the Governor and six by the County Commissioners.

The Federal Government has a pervasive influence on the College, primarily through its educational appropriations for crucial items such as student financial aid and through a variety of categorical grants-in-aid programs.

### The Ohio Board of Regents

Through its role as coordinator of, and spokesman for, higher education at the State level, the Board of Regents has substantial influence on the College. The Regents review and approve certain

aspects of the educational program of the College, collect information on institutional performance and compile the overall higher education biennial budget request. The Regents are required by law to prepare a State Master Plan for higher education; they provide day-to-day liaison with the legislative and executive branches of State government and facilitate technical assistance to institutions through projects such as the Management Improvement Program. The State also provides a significant level of student support through the Ohio Instructional Grants Program.

#### The College Board of Trustees

The Board of Trustees is the policy-making body for the College. As stated in its By-Laws (S. 001 04 10), the Board may "prescribe rules or policies regarding the effective management of the College, which policies shall guide the Chief Executive Officer of the College, who is responsible for establishing the regulations and procedures to carry out such policies." Appropriate recommendations of components of the College-wide governance system will be sent to three Standing Committees of the Board through the Office of the College President. The Board Standing Committees--Planning and Evaluation, Management, and Community Affairs--recommend policy actions to the full Board, whose affirmative action is mandatory before College policy is adopted. The Board recognizes certain internal constituency rights through the adoption of Rights and Responsibilities statements.

#### The College President

As Chief Executive Officer of Cuyahoga Community College, the College President is directly responsible to the Board of Trustees for the educational leadership and efficient management of the College's human, physical, and fiscal resources. Specific responsibilities of the College President are:

- Representation of the College to various external organizations and agencies whose activities directly or indirectly affect the welfare of the College. Among these are Federal, State, and local governments, national and regional accreditation and professional education associations and institutions, and various community associations;
- Implementation of Board policies as well as recommendation of specific policies and other actions to the Board;
- Maintenance of a climate in the College conducive to productive learning and effective teaching.

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The College President is responsible to the Board of Trustees as well as to the general internal constituencies of the College for guiding the institution toward the fulfillment of its mission.

### The Courts

Increasingly, the courts have played a significant role in the affairs of institutions of higher learning. Due process and equal protection within the law have acquired new meaning through court decisions at every level. Recently, the court-made law has moved heavily in the direction of individual rights and has curtailed certain historical institutional powers. In order to be effective, a governance structure must be fully cognizant of recent legal developments and must have the capability and flexibility to respond to these developments.

\* \* \* \* \*

The College may also be affected by other external groups whose points of view may require consideration when internal decisions are made. These groups include accrediting, licensing, professional, and community bodies.

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## I. INTRODUCTION

In Resolution 1975-148 passed by the Board of Trustees at its November 1975 meeting, the Board committed itself formally to establishing "a participative process by which policies and procedures are formulated." The Board's statement reads:

The following resolutions of the Board of Trustees of Cuyahoga Community College are adopted in keeping with the recognition by the Board of: (i) its responsibilities to assure the efficient and effective functioning of Cuyahoga Community College through the development and promulgation of clear policies and procedures within the institution, and (ii) its desire to establish a participative process by which such policies and procedures are formulated within the institution.

WHEREAS, the Board of Trustees of Cuyahoga Community College District is responsible to the citizens of Cuyahoga County and the State of Ohio for the effective and efficient provision of educational services in Cuyahoga County at the community college level; and

WHEREAS, the Board of Trustees recognizes the need for the establishment and maintenance of a system of policies and procedures in order to insure the efficient and effective operation of the College and all of the operational units thereof; and

WHEREAS, the Board of Trustees further recognizes not only that all members of the Cuyahoga Community College community--students, faculty, administrators, and nonacademic personnel--have an interest in the development of sound policies, but also the desirability that they be involved in such development if it is to satisfy institutional needs adequately;

NOW, THEREFORE, BE IT RESOLVED: that the President of the College, in consultation with representatives of the aforementioned College constituencies, is authorized and directed to establish a governance process within the College that will promote participation by such constituencies in the formulation of College policy; that the structure for such

process take into account the special needs and abilities of each such constituency and the way in which it can best participate in policy development; and that the structure provide opportunity for all segments of the College community to meet, together or separately, on a regular basis in order to exchange views and to work toward mutual support of College-wide policy recommendations; and

BE IT FURTHER RESOLVED: that the Board of Trustees commits itself to consider thoroughly and to act promptly upon all recommendations on College-wide policy matters coming before it as a result of recommendations from the College President, who bears with the Board of Trustees the legal responsibility for the establishment of such policies.

This Board resolution implies the following advantages of a participatory governance system:

1. Participative governance provides for better utilization of the rich human resources at the two-year college.
2. It provides significant opportunities for the fulfillment of individual goals.
3. It acts as an excellent preparatory tool for developing and improving leadership
4. It allows the constituencies of the community college to influence institutional destiny, fostering a stronger sense of institutional loyalty.
5. Opportunities for participation result in better and more carefully conceived decisions.
6. Participative governance serves to blur irrelevant hierarchical status differentiations between people.
7. It recognizes that community college constituents are considerably more than simple economic resources to be efficiently allocated.
8. Evidence suggests that a group search for the best possible decisions is an effective

mode of decision making, giving credence to the use of the committee and council format in participative governance. Also, group participation in the decision making process tends to provide wider grass roots approval for decisions once they are made. Participatory governance is a process which creatively uses the combined talents and resources of participants to seek decisions which are rational and logical rather than a process which searches for the lowest common denominator or is based on narrow self-interest.

10. Participative governance can serve to stimulate a more intense institutional and philosophical orientation for the two-year college.

In short, participative governance is a commendable authority-use practice which can contribute to significantly strengthened community college functioning<sup>1</sup> and thus provide a College-wide thrust toward better fulfilling the mission of the College.

## II. METHODOLOGY

To analyze the existing College governance system, fashion conclusions, and make the recommendations contained in this proposed participatory governance system, the College Communications Council staff\* undertook the following action steps:

1. Contacted by telephone more than a dozen leading authorities in the two-year college field in order to:
  - a. identify the most prominent and successful urban, multi-campus community college governance systems in the United States, and
  - b. select the most significant literature in this area of emphasis;
2. Reviewed the literature on the topic of higher education governance, with special emphasis on urban, multi-campus community colleges;
3. Prepared graphic charts which describe the current College-wide and campus governance systems;
4. Individually interviewed sixteen members of the Communications Council, including campus presidents, Faculty Senate leaders and District Office officials to identify the factors which they perceived as current obstacles to effective College-wide and campus governance systems;
5. Visited six urban, multi-campus community colleges to interview faculty and administrators about their governance systems, strengths and weaknesses and to verify whether their governance systems were operating effectively.

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\* Dr. W. J. Burns, Executive Director of the Cleveland Commission on Higher Education, and Mr. Joseph S. Nolan, Associate Professor of English.

6. Reformulated the perceived obstacles into positive outcome statements which represented the College criteria for a successful governance system, i.e., evidence of accomplishment by which one could conduct an ongoing evaluation of the proposed governance system in order to measure success and failure and to refine this system over time.

On March 12, 1976 members of the Communications Council reviewed the first draft of a proposed College-wide governance system, after which recommendations for improvement were incorporated in a second draft. On April 15, 1976, during an all-day workshop, Council members reviewed the second draft and recommended further refinements, which were incorporated in a third draft. A fourth draft, which contained changes recommended by the Council members who reviewed draft three, was written. This fourth draft was reviewed by faculty at two separate meetings on the Metropolitan and Western Campuses and at one meeting on the Eastern Campus, all of which were called specifically to review the fourth draft document. Recommendations which significantly improved the document have been incorporated herein.

### III. FINDINGS

#### PERCEIVED OBSTACLES TO EFFECTIVENESS IN THE CURRENT COLLEGE-WIDE AND CAMPUS GOVERNANCE SYSTEMS

To prepare this section, the staff conferred individually with all members of the Communications Council as well as other faculty and staff who were able to provide answers to specific questions about the existence and/or functioning of governance bodies on the campuses and at the College-wide level.

Those interviewed included:

Mr. Dante Biello  
Vice President, Financial  
Affairs and Administrative  
Services, CCC-D

Mr. Richard Browning,  
Associate Professor,  
Speech, CCC-M

Mr. Vernon Burger,  
Assistant Professor,  
Chemistry, CCC-E

Dr. Nolen Ellison,  
President, CCC

Mrs. Eleanor Guentert,  
Associate Professor,  
Mathematics, CCC-W

Mr. Donald Jelfo,  
Assistant Professor,  
History, CCC-E

Mr. David Kinzel,  
Director of Administrative  
Services, CCC-W

Mr. Ted Lesniak,  
Director of Placement  
and Financial Aid  
CCC-W

Dr. Alfred Livingston,  
Executive Vice President,  
CCC-D

Mr. Russel Nahas,  
Associate Professor,  
Counselor, CCC-E

Mr. Joseph Nolan,  
Associate Professor,  
English, CCC-W

Dr. Robert Parilla,  
Vice President, Educational  
Planning and Development,  
CCC-D

Mrs. Grace Perkins, R. N.,  
Assistant Professor,  
Nursing, CCC-W

Mrs. Mitzi Perry-Miller,  
Staff Assistant to the  
Executive Vice President,  
CCC-D

Mr. Donald Plagens,  
Associate Professor,  
Office Administration,  
CCC-M

Mr. Bruce Plumer,  
Director of Student  
Activities, CCC-W

Ms. B. J. Richards,  
Instructor, Data  
Processing, CCC-M

Dr. Robert Shepack,  
Campus President,  
CCC-E

Dr. James Shipman,  
Professor, Business  
Administration, CCC-W

Dr. David Stevenson,  
Campus President,  
CCC-M

The interviews were constructed to bring to the surface "perceived obstacles to effective governance at Cuyahoga Community College" both at the College-wide level and at the respective campuses. Furthermore, the interviews were intended to provide a written description of what governance arrangements currently existed, i.e., the standing bodies, the ad hoc bodies, who participated on each body, how appointments were made to these bodies, the mandates for each governance body, when and why the governance bodies met, and who was primarily responsible for each area of decision making within the College-wide and campus governance structures. Finally, the staff invited each person interviewed to focus on barriers to effective governance in order to understand the forces which blocked effective governance decision making. A clear understanding of the hindering forces then enabled the staff to propose principles, guidelines, and a College-wide governance structure.

Each interview normally took one to three hours to complete. From their written notes, the staff reconstructed what had been reported as perceived obstacles and subsequently returned the written summaries to the persons interviewed for editing and approval. Once approved, the interview notes became the basis for graphically describing the College-wide and campus governance systems. Then the perceived obstacles were categorized into ten major clusters of barriers to effective governance. These ten topic headings include: (1) governance structure; (2) goals, objectives, task clarity; (3) attitudes; (4) decision making skills; (5) conflict resolution opportunities; (6) required help and resources; (7) records, reports, and a "memory drum"; (9) leadership style; (10) lines of responsibility, authority, and accountability.

The perceived obstacles statements became important sources of assistance to the staff as they designed a proposed governance system at the College-wide level. Indeed, once transformed into constructive statements, the perceived obstacles were used as guidelines around which an improved governance system was built. For example, one person interviewed remarked that "we need a clear written description of where students, faculty, and staff can go to solve problems" (see Governance Structure section below). Treating this perceived obstacle as clearly needing resolution in an effective governance system, the staff then recommended that the proposed system must be accompanied by a written Governance Directory which would be made a matter of public record. Where possible, all criticisms of the present system became the basis of the principles, guidelines, governance structure, and evaluation methodology herein contained.

The remainder of this section lists the comments which were recorded during the interviews with faculty and administrators named at the beginning of the section.

(A) Governance Structure

1. We need a clear written description of where students, faculty, and staff can go to solve problems.
2. Unfortunately, it isn't always clear where we should go when we have complaints about decisions which are made.
3. Perhaps we have an over-abundance of committees and should rethink whether we need so many.
4. We have too many standing committees. Some should be abolished in favor of ad hoc task forces which have a built-in self destruct mechanism when the job is completed.
5. I have real doubts that students and staff should be on every committee because some issues are too complicated for some students and staff to understand or help decide.

6. The best governance is effective administration. We need to improve our administration.
7. Our governance system should bring together the faculty and the key administrators so that an issue can be decided, after careful study, right on the spot.
8. Decisions which are made: 1) get lost in the shuffle; 2) are thoughtlessly and arbitrarily made; 3) actually conflict with College policies, procedures, and intents; 4) are made too late.
9. District administrative functions are not spelled out clearly.
10. There is no clear definition of communication channels from the campus to the committees to the District Office (upward or downward).
11. Committees involve themselves with procedural issues rather than concentrating on broad policy development and the post-auditing of whether the policies are being implemented.
12. The College-wide governance system and how it interfaces with each campus needs clearer definition.

#### (B) Goals, Objectives, Task Clarity

1. Our governance system, both at the campus level and at the College-wide level, should commit itself to the following concepts: one College, one calendar, one set of course descriptions, easy access and no obstacles for students who want to transfer to our other two campuses, one grading system, one grievance procedure for students to seek redress, one grievance system for College personnel to seek redress, and effective management alongside effective governance systems.
2. The committees do not have clear mandates, i.e., what they can decide, how it is to be decided, when it is to be decided and who is primarily responsible for making the final decision.
3. The committee goals and jurisdictions are not entirely clear.
4. Problems referred to the committees (and the Faculty Senates) are not always clearly defined in advance.
5. Committees operate by crisis.
6. The committees may "operate by crisis" (putting out fires) in the absence of short and long-range goals and plans.
7. Committee recommendations may not receive College President approval because the recommendations do not always serve the "interests" of the entire College.

(C) Attitudes

1. In some situations administrators block effective decision-making because some students and staff give special reverence to them and thus are overly influenced by what they say.
2. Only a minority of our faculty are committed to participatory governance. This places a heavy burden on the few faculty who do participate.
3. Committees have difficulty communicating to the campus what they have accomplished. Also when attempts are made to communicate, some faculty simply criticize rather than reward you for a job well done because they define themselves as critics in all situations.
4. Our governance system should help the entire College community to feel a sense of ownership in the College and to help eliminate the attitude, "Why bother? It's not going to make a difference if I do participate."
5. Some faculty act as if they have a "peasant mentality"; i.e., we are out to grab everything we can get.
6. Ex-officio committee members rarely attend committee meetings; thus, their expertise is not available.
7. Decisions which are College-wide in nature are by definition complex. An appreciation of this complexity is not widely shared among faculty or administrators.
8. Committee members may feel manipulated and out of frustration and anger they may become aggressive or resign from the committee to which they were appointed or elected.
9. Many committees do not take themselves seriously and do not take enough responsibility for their actions.
10. Many people do not care about or want to serve on committees.
11. For whatever reasons, faculty do not act upon their legitimate charge to place problems on a committee agenda through elected or appointed committee members.
12. Committee members may be unclear whether they should act as individuals and make the best possible decisions or merely reflect the views of their "constituents".
13. Too few people are willing to work on committees; others overload themselves with committee work.
14. There is a "caste system" within committees; i.e., administrators head the pecking order, followed by faculty, staff and students.

15. People feel that committee work is "busy work" because administrators don't take committees seriously enough.
16. Some feel there will be retribution if they make their feelings known.
- ✓ 17. People don't always have expertise (and interest) in the subjects being dealt with by a particular committee.

#### (D) Decision-Making Skills

1. It is not clear to me that all of our faculty really know how to participate in a shared governance system.
2. Committee members are not task oriented.
3. Committee members lack training in how to make joint decisions.
4. Committees involve themselves in a variety of side issues that are unproductive.
5. Decisions, when made, are frequently arbitrary, irrational, too late, and without explanation.

#### (E) Conflict Resolution Opportunities

1. The College lacks a grievance system.
2. Because the College does not have a clearly defined grievance system with due process, many of the unresolved grievances are injected into the committees and this creates added frustrations and tensions.
3. Out of frustration committee members may focus on procedural issues in order to force attention to longstanding unresolved problems.

#### (F) Required Help and Resources

1. We have only something like 40 full-time faculty and we are stretched too thin. Consequently, we steal from Peter to pay Paul by taking on "vast activities with half vast time and energy."
2. To make a large number of committees function effectively requires a great deal of time and effort which administrators, staff and faculty do not always have.
3. Our committees must have staff support to help us function. Right now we lack that staff support.
4. Staff support (when it is provided) is not always objective.
5. Individuals appointed or elected to committees may have heavy or conflicting workloads which prevent them from devoting the necessary time to make decisions in a systematic and orderly way.

6. Committees do not always have adequate staff support to gather the facts, prepare an analysis and make recommendations prior to decision-making.
7. Staff work should be done for (and sometimes by) committee members, but it usually is not.
8. The College/campus is not sympathetic to helping people serve on committees by arranging facilitating scheduling of teaching responsibilities.

#### (G) Records/Reports/Memory Drum

1. Not only do some policy decisions not get reported, but "second level" decisions are frequently not recorded and distributed.
2. The College fails to record many decisions in its memory drum.
3. The College does not have an audit trail so that a person can trace where a matter lies at any given moment or where the bottlenecks are located.

#### (H) Feedback and Incentives

1. Our governance process should demonstrate that service and classroom learning are improving, that our graduates have the skills to obtain viable employment, and that people feel proud to belong to CCC.
2. Each committee should set up clear criteria by which we know that our job was accomplished and the extent to which it was accomplished effectively.
3. Periodically we should have outside audits of our campus governance system to give us objective feedback to improve ourselves.
4. Participation on committees ought to be tied to rank and promotion in a demonstrable way.
5. There are no incentives for serving on committees, i.e., committee service is not considered to be an influence on the decisions of promotion, tenure, etc., for faculty and administrators.
6. Faculty are not compensated for exceptionally complex and/or time-consuming committee work.

#### (I) Leadership Style

1. Committee management is poor.
2. Administrators postpone decisions for as long as possible (or just don't make them); usually, reasons for a decision are not provided even when one is made.

3. Communications from the committee to the member's "constituents" may not always be accurate if and when they occur.
4. Committee representatives don't spend enough time with their constituents.
5. Some people feel they have to take an opinion poll of their constituency before they act rather than seek the advice of their constituents and then vote on the basis of their own best judgment and on the facts.

(J) Lines of Responsibility, Authority, Accountability

1. Currently we do not have a formal screening process to identify the best candidates for "openings" nor do we have any influence over whether a campus administrator can or should be transferred to other campuses or to the District Office.
2. We need to develop a communication accountability system which demonstrates to the campus that our committees do tackle problems and do resolve fundamental issues.
3. You must understand that all of our committees can only make recommendations to the executive function of the College. If a committee makes a recommendations which is vetoed, then it should be mandatory that the reasons are spelled out in writing as to why the recommendations were not accepted. Currently, we only get a verbal "yes" or "no" and that is not sufficient. Furthermore, the committee should be asked to reconvene and make added recommendations if the original recommendations are not approved and implemented.
4. When the executive function vetoes our recommendations it hurts our morale. We need more than shared participation, we need shared authority.
5. The system should be designed so that we separate out the decisions that belong exclusively to the faculty and the manner in which they will be held accountable, the decisions that belong exclusively to the administration and the manner in which they will be held accountable, and the areas in which the decision-making should be shared between administrators and faculty.
6. All of our committees are advisory. The President reserves the right to agree or disagree. This lowers morale and helps to create the attitude that our committees are really not that important.
7. There is confusion about what campus functions are and what District functions are.
8. There is no meaningful communication from the District to the campuses.
9. Because faculty and administrators do not understand their roles in general, confusion is carried into the committee structure and process.

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10. There is no place in the system whereby concerns can be routed to appropriate committee(s)--if they are important enough to be so routed (an additional decision which needs to be made).
  11. Committee processes are not clear--e.g., who can make requests of a committee and how does one do so?
  12. Committees are charged with giving advice and council to those who have primary responsibility for the decisions. This principle is not widely understood.
  13. Not all faculty feel that they can communicate with any committee (College or campus) to give it any information they consider pertinent to the committee's resolution or problem-solving procedure.

(Please note: This section is a summary of the findings of the staff. In addition to the perceived obstacles, the complete findings contain graphic descriptions of all of the governance bodies at each of the campuses and at the College-wide level. There are five (5) copies of the complete findings in each campus library and two copies in the office of the Executive Vice President.)

#### IV. CONCLUSIONS AND RECOMMENDATIONS

##### 1) PREFACE

Citizens of the Cuyahoga Community College District, as well as those persons whose welfare is immediately affected by College operations, have reason to expect that decision making procedures of the College will be efficient, rational and equitable. The scope and quality of education for students are greatly influenced by the manner in which the College is governed internally. The Board of Trustees in carrying out its leadership role in matters of policy formation, adoption, and implementation is strengthened by effective participation of the executive function, the faculty, the staff, and the students. Together they seek solutions to problems and the reconciliation of differences. In particular it is believed that such collaboration leads to better policies and more effective operations.

Constituencies of Cuyahoga Community College have special but interrelated needs:

1. The legal basis for the authority of the Trustees is contained in the charter for Cuyahoga Community College issued by the State of Ohio in 1962. The Board has the responsibility to establish the policies of the College as well as its mission and purposes, select the Chief Executive, and monitor the effectiveness of the management of the institution. Under a participatory governance system, the Trustees will draw upon the expertise of other groups in carrying out the educational mission of the College.
2. Students have much to contribute in policy formation, particularly in matters of the educational program and services. College-wide arrangements for policy recommendation should encourage and facilitate their participation.

3. The faculty has professional expertise which is essential for the development of institutional education and welfare policies and their implementation.
4. The staff has a vital role in accomplishing the work resulting from decisions made in other areas of responsibility. Thus, staff participation in the College's decision-making processes is of fundamental importance and will result in smoother, more efficient overall operations and services.
5. The College President and administrative staff are the executive and managerial components of the College. They have leadership responsibilities in formulating effective policies and procedures, for conducting the day-to-day operations of a highly complex organization, for formulating long-term plans, and for coordinating College activities with other educational and governmental bodies.

The College-wide governance system is also based upon the following general understandings:

1. The governance structures and procedures are not intended to nullify but to augment individual as well as constituency rights granted to persons or groups by constitutional provisions, court-established rights or such rights established in previously approved Board policies.
2. The internal governance structure of the College is responsible for assisting the institution at large as well as the Board of Trustees to develop viable policy structures and procedures within the legal authority and responsibility of the Board of Trustees and legislative authority of the Ohio Board of Regents.
3. The governance structure is intended to support and not abridge the stated rights and responsibilities of faculty, administration, students, non-academic staff, and other bodies that relate to the fulfillment of the mission of the institution.
4. The approved position descriptions of the College President and other institutional administrators and the delegated management

authority, accountability delineated therein are qualified but not limited by the College governance structure, and consequent review and reversal prerogatives (by Board authority) are retained.

5. In the conduct of all official business of the College and its internal operations, the College-wide governance structure and related processes recognize the line of legal authority and accountability between College constituent groups, the Board of Trustees, and the State of Ohio (including the Ohio Board of Regents).

6. For the 1976-77 academic year, the proposed system herein described will be treated with as an experiment in College-wide governance, with the expectation that the system will be modified and refined further over time as a result of experience with it and on the basis of the results of ongoing evaluations.

## 2) PRINCIPLES OF PARTICIPATORY GOVERNANCE

Cuyahoga Community College defines participatory governance as a comprehensive system of decision making--structure, processes, and actions--in which College-wide policies and procedures related to those policies will be developed and recommended to the President, as specified in Board resolution R-1975-148.

Participatory governance is an alternative to adversarial means of reaching decisions involving the recommendation of College-wide policies and procedures. One of the chief purposes of the College's governance system must be to increase not only participation in the decision making processes but accountability for decisions made.

Official College policies are those approved by the Board of Trustees. In some cases, the Board may also choose to approve procedures to implement those policies. Normally, however, procedures will be established by the executive function of the College and appropriate governance bodies, i.e., bodies on which constituencies to be affected by those procedures are represented.

For a governance system to work, it requires that the constituencies develop an attitude about themselves and each other based upon mutual respect, good faith, and a willingness to share authority, which "is ideally a matter of each person respecting the concerns of the others as part of his own concerns." Specifically, as defined by Cuyahoga Community College, "shared authority" means that:

- a. Parties to be affected by College-wide policies and related procedures have both the right and the responsibility to participate in developing, reviewing, and recommending those policies and procedures, and thus influence the decision making processes at the College-wide level;
- b. Those parties who develop, review, and recommend College-wide policies and procedures are accountable for their recommendations.

The major principles which undergird the concept of shared authority in the College may be summarized as follows:

1. The College structure should reflect a genuine desire to share authority among the various constituencies. The authority structure should also reflect a genuine commitment to enfranchise constituencies previously unrepresented or under-

represented. This principle does not imply direct participation of particular constituents in the Board of Trustees but it does require arrangements which provide for effective advocacy for, and response to, their concerns.

2. The structure must provide each constituency with the opportunity to pursue its legitimate interests within a cooperative framework, while at the same time minimizing the possibility that the special interests of a specific group will exercise a controlling influence within the decision making process. The processes and prerogatives in the governance system should be designed to foster the cooperation of each constituency and to further the contributions for which it has special competence. At the same time, the pattern of sharing authority should avoid any undue effects of the special interests and disadvantages which the different constituencies bring with their roles.
3. Each constituency must have the opportunity of influencing action at each level where decisions are made affecting their interests. The system of governance of the College should provide for a division of labor between policy making and managing, and between the Board of Trustees and other councils and committees. The system should provide effective means for constituencies to be heard and heeded at the level and locus where their particular concerns receive final disposition. With multiple campuses this principle calls for mechanisms, both formal and informal, for these campuses and their constituencies to be heard at the systemwide level.
  - a. The several constituent groups of the College have different as well as common areas of responsibility and involvement. However, all matters need not, cannot, be dealt with by all groups in this process of recommendation and decision making. Therefore, differentiation of involvement is essential and should be achieved by uncomplicated arrangements for routing issues to the appropriate bodies.
  - b. Decisions to be made at campus levels should be defined so that only College-wide policy matters are processed through the College-wide governance structure.

4. The College-wide decision making processes must be facilitated by extensive open and honest communication between and among the members and constituencies of the College community.

5. The existence of diverse constituencies with often conflicting interests and perspectives need not imply that all fundamental policy making become a process of group negotiation--of collective bargaining, compromise, and accommodation. At the same time, not every issue can be settled on rationally persuasive grounds in the eyes of every constituency. To reduce the frequency of impasse and to minimize damage from it, the system of governance should provide mechanisms of accommodation. The enfranchisement [of appropriate constituencies] should result in purposes and priorities which will reflect constituency concerns and minimize the likelihood of counterproductive confrontations.
6. There are many contributions to [the College's] governance [system] which different constituencies can make. To obtain these various contributions in an optimum combination, however, is not easy; there are costs and hazards in trying. The potential of a [college's] using its faculty, staff, student, and administrator competencies in governing may be far greater than that of other systems of governance; but to govern in this way is clearly more complex and difficult in the short run than the usual ways. Only [colleges] that invest substantially in institutional resources in this most complex effort can realize that potential. Therefore, if [the College] desires to establish a participatory governance system it must allocate resources to meet the increased demands of such a system.
7. The willingness and commitment of constituent groups to cooperate in College-wide governance is essential because the College needs their talents to develop policies and procedures.\*

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\* The Memorandum of Understanding between the College and employees represented by the AFSCME defines many governance rights and responsibilities for that group.

8. Occasionally, decisions must be made immediately to prevent loss of essential resources or injury to people. In those cases in which a situation is not covered by a College policy and/or procedure, the executive function must act in the best interests of the College. In such instances, the executive function will operate under an interim policy and/or procedure until an official College-wide policy and/or procedure is adopted after standard governance processes have been followed.
9. Policy-recommending bodies can operate more effectively when provided with precise statements of issues, recommended or alternative solutions, and relevant information. Therefore, preliminary analysis and recommendations by those with direct responsibility and expertise at whatever level of institutional life can improve the quality of ultimate decisions.
10. Complex committee structures can be wasteful of staff time and dysfunctional to educational responsibilities. A lean structure with effective leadership can serve the goals of participation as well as equitable and effective decision making. The value of such leadership, within the context of participation, should be recognized by various incentives. Standing committees should be used judiciously and their proliferation should be discouraged. To avoid such proliferation, task forces, study groups, and other ad hoc bodies should be used wherever possible and disbanded when the task has been accomplished.
11. All constituent groups should establish ways to anticipate problems, to assure that essential decisions are reached through collaboration, and to seek resolutions which are within the letter and spirit of Trustees' policies.
12. Once a policy and/or procedure has been adopted by the Board of Trustees, it is the responsibility of the leadership of the joint governance councils to monitor the system to insure that the policy and/or procedure is implemented. Those who violate policies and/or procedures will be held accountable by the College.

13. The structure of governance must be flexible in order to accommodate rapidly changing conditions. Ongoing evaluation and review are the primary methods for refining and improving [the College's] governance system to help it keep pace with rapidly changing conditions.<sup>4</sup>

### 3) GUIDELINES FOR PARTICIPATORY GOVERNANCE

1. Participative decision making is a process in which those to be affected by a College policy and related procedures participate in the making of the policy and procedure(s) insofar as they will be affected by them. Thus, not all bodies (standing as well as ad hoc) need to have representatives from all four constituencies (administrators, faculty, support staff, and students). Furthermore, even if a body calls for representatives from all constituencies, the numbers of representatives do not necessarily have to be the same.

2. Recommendations from joint governance bodies must be thoroughly researched and documented before they are submitted to the person who is primarily responsible for making the decision. Therefore, adequate staff support must be provided to joint governance bodies. Specifically, this will require budgetary allocations for at least staff personnel, postage, duplication, printing, travel, incentives, training and consulting, special conferences and retreats, computer services, legal services, and honoraria.

The staff functions will include:

- a) providing archival services for each joint governance body;
- b) typing and distributing minutes to all interested parties, at the direction of the joint governance body's secretary (too much distribution is better than too little);
- c) making sure that all decisions and recommendations of joint governance bodies are recorded in the College's "memory drum" and distributed to all appropriate parties;
- d) facilitating the orderly, rapid and efficient resolution of questions facing the joint governance bodies.

3. Questions, mandates, charges, etc., shall be stated in writing to each joint governance body. If the members do not understand or concur with the stated task or problem, they shall immediately, through their chairperson, seek written clarification and changes, as necessary.

4. The routing of all issues, questions, etc., will be a primary responsibility of the Executive Vice President and the chairpersons of the joint governance councils. The Executive Vice President or his designee shall state in writing issues, questions, mandates, etc. to each joint governance body. A referral system must be established whereby there are specific ways by which any member of the College

community may introduce a question, charge, or concern which requires resolution or an official response. These referral points will be specifically described in a Governance Directory, which should be published annually and made a matter of record. Questions, charges, or concerns shall be submitted in writing to the appropriate Campus President (or supervisor in the District Office). Faculty should submit a carbon copy to the campus Faculty Senate Chairperson; students, to the chairperson of the campus Student Government Association (or its equivalent); staff, to the campus (or District Office) Support Staff Council chairperson.

The Executive Vice President shall have primary responsibility for the compilation and dissemination of the Governance Directory.

5. At the point at which matters of concern, recommendations, etc., are referred to a joint governance body or to a primary decision maker, agreement must be reached, by all parties concerned, about the timeframes in which decisions will be made. All decisions will be communicated in writing by the primary decision maker to all parties concerned. Should a decision be viewed as "unfavorable," the written communique will contain an explanation as well as those steps, if any, by which the matter may be appealed or reconsidered. Further procedures must be developed to implement this principle.

6. Goals and jurisdictions for all College-wide joint governance advisory committees must be provided to the body's chairperson by the College President or his designee before the beginning of each academic year. Goals and jurisdictions shall be reviewed annually by the joint governance councils as well as by the advisory committees themselves, so that appropriate goals and jurisdictions for each committee can be clarified over time.

7. At the outset of each academic year, the Executive Vice President or his designee shall provide the College community with a complete statement regarding the function, membership, and general procedures of each College-wide joint governance advisory committee. In addition, this statement must contain the name of the primary decision maker who will work with each body and a detailed description of the primary decision maker's role as a non-voting guide to the committee. The staff role for each body must also be described in detail.

8. Each constituency on each campus and at the District Office level (faculty, students, support staff, and administrators), using its own procedures, shall directly select its representatives to College-wide joint advisory committees. These bodies shall establish their own specific procedures for conducting business and electing officers. However, each joint advisory committee must have at least a chairperson and a secretary, selected by a majority of the voting members of the committee at the last meeting in the spring quarter of each academic year. (The Executive Vice President is responsible for recommending to the College President District Office administrators who will serve on the joint governance advisory committees.)

9. Appointees to all College-wide governance bodies are expected to decide matters on the basis of their own best and considered judgment after seeking the advice of those parties who will be affected by the decisions.
10. Those responsible for making appointments to College-wide bodies will:
- a. ensure that appointees are fully qualified and committed to their governance responsibilities, and
  - b. be prepared to recall (or recommend recall of) those members who violate the principles and guidelines of this governance system.
11. Well before the end of each spring quarter, the College President or his designee will send a memorandum to all College deans, academic unit leaders, and other supervisors indicating clearly that a significant effort ought to be made to arrange the work schedules of personnel who serve on College-wide joint governance committees to facilitate their service on such committees. A similar, reinforcing memorandum will be sent before the beginning of each academic year. These memoranda will be the minimum means the College President will use to emphasize the importance of serving on governance bodies. A new attitude about such service must prevail in the College; it will not occur without evidence of the President's, the Trustees', and, indeed, the entire College community's specific, personal commitments.
12. Before the end of the spring quarter of each academic year, all joint governance advisory committees will have full membership for the next academic year.
13. Summer workshops will be held for joint advisory committee chairpersons and committee members to help them to increase and practice skills in effective decision making and conflict resolution. The College shall financially compensate all personnel involved in these workshops. As a condition of service, all chairpersons must attend these workshops.
14. Clear and effective grievance procedures shall be established for:
- a. students,
  - b. faculty, and
  - c. administrators and support staff.

These procedures shall not conflict with the legal rights of any College employee or student and shall provide for due process.

15. The College community needs to understand that joint governance bodies are advisory in nature. Whether recommendations are adopted ultimately by the College President and/or the Board of Trustees depends on at least three considerations: (a) the extent to which

the recommendations are researched and documented carefully and clearly; (b) the extent to which the recommendations represent a valid and reliable resolution to the problem(s); (c) the extent to which the recommendations represent the considered interests of the College community and are consistent with the College's mission.

16. Whenever possible, joint governance bodies must be made more task oriented so that they can more expeditiously deal with those matters before them.

17. An incentives system should be developed to encourage College personnel to actively participate in joint governance bodies.

18. While the College supports unique governance structures on each campus, each campus is strongly encouraged to develop governance structures which will intersect and interface effectively with the College-wide governance system.

19. A person who serves as a member of a joint governance advisory committee shall not serve simultaneously as a member of any other joint governance advisory committee.

20. For 1976-77 and in order to provide continuity should this governance system continue beyond that year, basically there shall be both one- and two-year terms of office for joint governance advisory committee members.

● Committee on Rights and Responsibilities:

1. One faculty member from each campus shall be appointed to a two-year term; the other faculty member from each campus shall be appointed to a one-year term.
2. The administrators from the Metropolitan and Western Campuses shall be appointed to two-year terms; the administrators from the Eastern Campus and the District Office shall be appointed for one-year terms.
3. The support staff from the Eastern Campus and the District Office shall be appointed for two-year terms; the support staff from the Metropolitan and Western Campuses shall be appointed for one-year terms.
4. One student from each campus shall be appointed to a two-year term; the other student from each campus shall be appointed for a one-year term.

- Committee on Due Process:

1. One faculty member from each campus shall be appointed to a two-year term; the other faculty member from each campus shall be appointed to a one-year term.
2. The administrators from the Eastern Campus and the District Office shall be appointed to two-year terms; the administrators from the Metropolitan and Western Campuses shall be appointed to one-year terms.
3. The support staff from the Metropolitan and Western Campuses shall be appointed to two-year terms; the support staff from the Eastern and the District Office shall be appointed to one-year terms.
4. One student from each campus shall be appointed to a two-year term; the other student from each campus shall be appointed for a one-year term.

- Committee on Curriculum, Degree Requirements, and Academic Calendars

1. Two faculty members from each campus shall be appointed for two-year terms; the third faculty member from each campus shall be appointed for a one-year term.
2. The administrators from the Western and Eastern Campuses shall be appointed for two-year terms; the administrators from the District Office and the Metropolitan Campus shall be appointed for one-year terms.
3. The student from each campus shall be appointed for a one-year term.

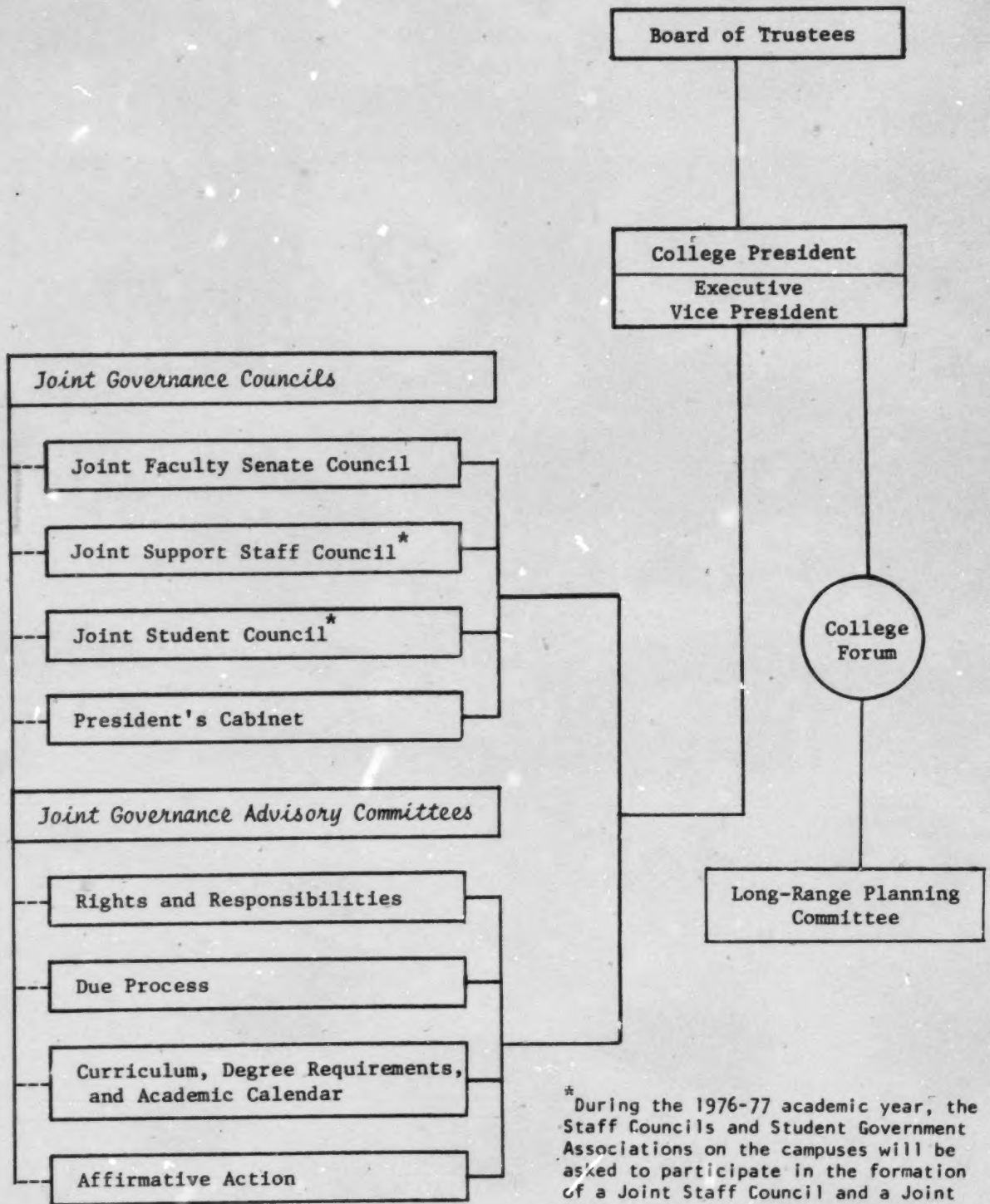
- Committee on Affirmative Action:

1. The faculty members from the Eastern and Metropolitan Campuses shall be appointed for two-year terms; the faculty member from the Western Campus shall be appointed for a one-year term.
2. The administrators from the District Office and the Metropolitan Campus shall be appointed for two-year terms; the administrators from the Eastern and Western Campuses shall be appointed for one-year terms.

3. The support staff from the Eastern and Western Campuses shall be appointed for two-year terms; the support staff from the District Office and the Metropolitan Campus shall be appointed for one-year terms.
4. The student from each campus shall be appointed to a one-year term.
5. The College's Equal Employment Opportunity Officer shall be a continuing member of this Committee.

All committee members who are newly appointed effective the 1977-78 academic year and thereafter shall serve two-year terms of office.

4) CHART OF COLLEGE-WIDE PARTICIPATORY GOVERNANCE SYSTEM



\* During the 1976-77 academic year, the Staff Councils and Student Government Associations on the campuses will be asked to participate in the formation of a Joint Staff Council and a Joint Student Council. The role of part-time faculty in the governance system will need to be examined as well. Also during that year the campuses will need to determine how their own governance systems can most effectively interface with the College-wide governance system.

## 5) THE COLLEGE FORUM AND JOINT GOVERNANCE COUNCILS

### A. The College Forum

The College Forum shall consist of all members of the College joint governance councils. The Forum provides a place where all constituent elements can discuss matters of common concern and interest.

The specific functions of the College Forum will include:

- 1) serving as a review mechanism for those specific College-wide policy and related procedure recommendations directed to the attention of the Forum prior to their consideration by the College President and the Board of Trustees;
- 2) sharing goals, expectations, and methods for improving the College community;
- 3) acting as a "committee on committees," i.e., to periodically review the extent to which the College-wide governance system is performing effectively and recommend ways to improve that governance system;
- 4) critiquing long-range institutional plans (including long-range fiscal, personnel, program, and facilities plans) and the annual budget development process, as well as the budget itself before it is approved by the Board of Trustees, and engaging in other functions as subsequently defined. To aid the Forum in these activities, a Committee on Long-Range Planning shall be formed as a special study group of the Forum.

#### Committee membership:

- 1) Two faculty from each campus
- 2) Two students from each campus
- 3) One staff member from each campus and one from the District Office
- 4) One administrator from each campus and one from the District Office.\*

The College Forum shall meet at least quarterly, but may be convened by the College President or by a petition of 20% of the membership. The College President or his designee will prepare an agenda for each meeting and distribute it to all Forum members at least three (3) working days before a meeting. All Forum members shall be permitted to submit in writing agenda items which they wish to have discussed.

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\* Members of the Committee on Long-Range Planning will be appointed using the standard methods on each campus and at the District Office. Concurrent membership in the College Forum is not required.

At its first meeting the College Forum shall adopt standing rules for the conduct of its meeting

The College President or the Executive Vice President will serve as discussion chairperson. The Executive Vice President will be designated as the receiver of the petition mentioned above, and he shall schedule any meeting requested by such petition within ten (10) calendar days after receipt of the petition.

B. The Joint Faculty Senate Council<sup>\*</sup>

There shall be a Joint Faculty Senate Council to serve as the chief representative of the full-time faculty members of the College on professional and academic matters. The Joint Faculty Senate Council shall include the chairperson and two other officers of each Faculty Senate in the College. Each Faculty Senate shall designate the specific officers who will serve on the Joint Faculty Senate Council.

The Joint Faculty Senate Council shall adopt standing rules consistent with the constitution/bylaws of its constituent Senates. From among its members it shall elect a Chairperson, Vice Chairperson, and such other officers as its members deem necessary. (The Joint Faculty Senate Council Chairperson must also be the Chairperson of one of the three campus Faculty Senates.) The Joint Faculty Senate Council is responsible to the constituent Senates.

This Council shall appoint three full-time faculty members to negotiate compensation for full-time faculty in compensation negotiations which will take place during the 1976-77 academic year. Each Faculty Senate Chairperson shall select one faculty member from his/her campus and submit that person's name to the Joint Faculty Senate Council for approval by majority vote, after that person has been approved by the campus Faculty Senate Council. All negotiators shall agree upon the procedures to be used during the negotiating process. The Board of Trustees and Joint Faculty Senate Council must approve these procedures in officially adopted resolutions.

All recommendations of the Joint Faculty Senate Council shall be presented to the College President or his designee.

C. The Joint Support Staff Council

There shall be a Joint Support Staff Council to serve as the chief representative of the support staff of the College on professional and work-related matters. The Joint Support Staff Council membership shall consist of the Chairperson and Vice Chairperson of the Support Staff Council on each campus and at the District Office.

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\* Faculty are defined as those College employees paid on salary schedules 70 through 75, i.e., full-time instructional and counseling faculty, librarians, department heads (or their equivalents), coordinators, and College nurses not on the ASP salary schedule.

The Joint Support Staff Council shall adopt standing rules consistent with the constitution/bylaws of its constituent Councils. The Joint Support Staff Council is responsible to the constituent Councils.

All recommendations of the Joint Support Staff Council shall be made to the Director of Human Resources and Employee Relations, the Executive Vice President, and/or the College President, as the Council feels appropriate.

D. The Joint Student Council

In order to coordinate programs developed by the College student associations as well as deal with College-wide issues and concerns of students, the formation of a Joint Student Council is encouraged. Such a Joint Council may be formed at the request of student government association officers (or their equivalents) and shall include the Chairperson and Vice Chairperson of the student government association (or its equivalent) on each campus. At its first meeting, or as soon thereafter as practicable, the Joint Student Council shall proceed to formulate standing rules and procedures.

All recommendations of the Joint Student Council shall be made to the College President or his designee.

E. President's Cabinet

The Cabinet is the executive and operational advisory body to the College President. It assists the College President in College-wide policy planning, review of College Master Plan efforts, annual budget preparation, and in discussing and resolving other executive-level issues.

The Cabinet is composed of the College President, Executive Vice President, Vice President for Financial Affairs and Administrative Services, Vice President for Educational Planning and Development, Campus Presidents, Director of College Relations, and Dean/Director Office of Facilities Planning and Development.

The Cabinet is chaired by the College President and meets regularly on a bi-weekly basis and upon call by the President.

NOTE: Campus and District level administrators<sup>\*</sup> shall serve in three capacities at the College-wide level in the governance structure. First, they shall serve on Joint Governance Advisory Committees upon appointment by the President and with the concurrence of the Cabinet. Secondly, they shall serve in advisory and supportive capacities to College-wide operational functions or activities administered or co-ordinated by District level Vice Presidents, and, thirdly, they shall

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<sup>\*</sup> Administrators are defined as those members of the College staff who are paid on Administrative Services Personnel (ASP) salary schedules 50 and 51.

meet at least once each quarter as a College-wide Administrative Assembly to review and discuss major administrative issues facing the College, as well as issues facing individuals classified in the Administrative Services Personnel system as an employment group. Ongoing issues of employee relations are a matter of coordination by the Office of Human Resources/Personnel Relations.

Continuing representation of administrative issues within the College is a function and responsibility of the College Vice Presidents sitting as the President's Cabinet. Access to the Board of Trustees on administrative concerns is through the Cabinet and College President.

Each joint governance council--i.e., the Joint Faculty Senate Council, the Joint Support Staff Council, the Joint Student Council, and the President's Cabinet (or the College President and appropriate Cabinet members)--retains its independent "meet and confer" privileges. Specifically, for the 1976-77 transition year, monthly meetings between the Joint Faculty Senate Council and the College President (and appropriate members of the Cabinet) shall be scheduled, beginning in July, 1976.

## 6) JOINT GOVERNANCE ADVISORY COMMITTEES

Joint governance committees serve in an advisory capacity to the executive function of the College, principally to the College Vice Presidents, who, before sending their recommendations to the Executive Vice President, will seek, as appropriate, the concurrence of the other College Vice Presidents and the College counsel.

College Vice Presidents shall be appointed by the College President to work with joint governance advisory committees. These appointments will signify to whom the Committee recommendations shall be sent and who is primarily responsible for decision making in the area of responsibility encompassed by the Committee.

Committees may choose to work as a committee of the whole or in sub-committee patterns, or, when necessary, they may assign a task to a special study group or task force. The objective is to accomplish a task as rapidly, professionally, and efficiently as possible.

Each committee shall at its first meeting establish its working norms (in addition to those described below) and its timetable of meetings and elect a chairperson, secretary, and other officers it deems necessary. At least one-half of all officially appointed members must be in attendance before any joint governance advisory committee may conduct business. Robert's Rules of Order (latest revised edition) shall be used to conduct business unless and until the committee votes to use other procedural guidelines.

Individuals may be appointed to a second consecutive term on a joint governance advisory committee; however, they may not be reappointed to a third term on that committee for at least two years after their second consecutive term is concluded.

### A. Committee on Rights and Responsibilities

The purpose of this Committee is to develop, review, and recommend policies and procedures related to the rights and responsibilities of members of the College community (all staff and students). For the purposes of this Committee, these rights and responsibilities include issues related to, but not necessarily limited to, the following: tenure, seniority, academic freedom, workload, academic rank, personnel development, copyrightable and patentable materials, transfers between and among the campuses, grading standards, employees taking courses during working hours, personnel policies and practices including reclassification, the use of personal leave, and a student code of conduct.

There shall be three standing sub-committees, one each for faculty, support staff, and students. In addition, one administrator will serve as a resource person for each sub-committee. For

consultation and communication purposes, one student and one support staff member shall serve ex-officio on the faculty sub-committee, one faculty member and one support staff member shall serve ex-officio on the student sub-committee and one faculty member and one student shall serve ex-officio on the support staff sub-committee.

Committee recommendations to the vice president working with the Committee must be approved by the Committee as a whole. Committee approval is dependent upon two procedural criteria:

1. Two weeks notice of each Committee vote must be provided by the Committee's chairperson in writing (or orally if Committee members so agree);
2. A majority of all Committee members present and voting and a majority of each constituent group represented on the Committee, present and voting, and directly affected by a proposed policy and/or procedure must approve each Committee recommendation.\*

#### Committee membership:

- 1) Two faculty from each campus
- 2) One administrator from each campus and one from the District Office
- 3) One support staff member from each campus and one from the District Office
- 4) Two students from each campus

#### B. Committee on Due Process

The purpose of the Committee is to develop, review, and recommend policies and procedures related to issues involving due process for members of the College community (all staff and students). Such issues would include, but not necessarily be limited to, the following: grievances, evaluation, and termination.

There shall be three standing sub-committees, one each for faculty, support staff, and students. In addition, one administrator will serve as a resource person for each sub-committee. For consultation and communication purposes, one student and one support staff member shall serve ex-officio on the faculty sub-committee, one faculty member and one support staff member shall serve ex-officio on the student sub-committee, and one faculty member and one student shall serve ex-officio on the support staff sub-committee.

Committee recommendations to the vice president working with the Committee must be approved by the Committee as a whole. Committee approval is dependent upon two procedural criteria:

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\* For 1976-77, this criterion is applicable to the faculty and administrative constituencies. Should the support staff and students participate in this College-wide governance structure, then the criterion would become applicable to them also.

1. Two weeks notice of each Committee vote must be provided by the Committee's chairperson in writing (or orally if the Committee members so agree);
2. A majority of all Committee members present and voting and a majority of each constituent group represented on the Committee, present and voting, and directly affected by a proposed policy and/or procedure must approve each Committee recommendation.\*

Committee membership:

- 1) Two faculty from each campus
  - 2) One administrator from each campus and one from the District Office
  - 3) One support staff member from each campus and one from the District Office
  - 4) Two students from each campus
- Ex-officio: Director of Human Resources/Employee Relations

C. Committee on Curriculum, Degree Requirements, and Academic Calendar

The purpose of this Committee is to develop, review, and recommend policies and procedures related to program additions and deletions; new courses; changes in course numbers, titles, and descriptions; course credit hours; and prerequisites. An additional purpose of the Committee is to develop, review, and recommend policies and procedures for the development of degree requirements for all College credit programs. A third purpose of the Committee is to develop, review and recommend policies and procedures related to the development of a calendar for each academic year and the summer session.

In addition to the above Committee purposes, this Committee shall be responsible for completing the College committee level operational tasks associated with the curriculum approval process and the development of College-wide degree requirements and a calendar for each academic year and the summer session. The Committee should also initiate a review of all courses in the College's course master file and recommend to each affected academic division courses which should be considered for possible elimination from the course master file because they are never offered. The Committee will establish appropriate sub-committees and/or other working groups to deal with these operational tasks.

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\* For 1976-77, this criterion is applicable to the faculty and administrative constituencies. Should the support staff and students participate in this College-wide governance structure, then the criterion would become applicable to them also.

Committee membership:

- 1) Three faculty from each campus
- 2) One administrator from each campus and one from the District Office
- 3) One student from each campus

D. Committee on Affirmative Action

The purpose of this Committee is to review the adequacy and appropriateness of current policies for broadening employment opportunities for minority groups and women and to recommend the development of new strategies and procedures which will strengthen the College's affirmative action and equal employment opportunity plans.

Committee membership:

- 1) One faculty from each campus
- 2) One administrator from each campus and one administrator from the District Office
- 3) One support staff member from each campus and one from the District Office
- 4) One student from each campus
- 5) The College's Equal Employment Opportunity Officer

7) PROPOSED ASSESSMENT INSTRUMENT

At the point at which a report or recommendation of a proposed College-wide policy or procedure is made, each member of each joint governance advisory committee or special task force shall complete the Governance Body Assessment Form. All forms shall be submitted to the primary decision maker working with each committee or task force, along with the report(s) or recommendation(s) of the committee or task force.

All Assessment Forms will be reviewed by the party with primary decision making responsibility (i.e., the party to whom reports and recommendations are submitted) and the governance body. In addition, the Forms will become part of the official minutes of each governance body, available upon request to any interested party.

GOVERNANCE BODY ASSESSMENT FORM

Check one:

student \_\_\_\_\_  
faculty \_\_\_\_\_  
staff \_\_\_\_\_  
administrator \_\_\_\_\_

Name of Governance Body \_\_\_\_\_

Policy or Procedure in relation to which this form is being completed  
\_\_\_\_\_

Date \_\_\_\_\_

1. The written goals and objectives of this governance body are:

Not clear      1      2      3      4      5      Very clear

2. The reasons why the task/problem was sent to this governance body are:

Not clear      1      2      3      4      5      Very clear

3. It is clear to me who will receive our recommendation(s).

\_\_\_ Yes  
\_\_\_ No

4. It is clear to me who has primary responsibility for approving or disapproving our recommendation(s).

\_\_\_ Yes  
\_\_\_ No

5. Agreement was reached about "next steps" with the person who has primary decision responsibility, should that person approve our recommendations.

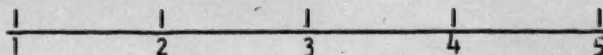
\_\_\_ Yes  
\_\_\_ No

6. Agreement was reached about "next steps" with the person who has primary decision responsibility, should that person not approve our recommendations.

\_\_\_ Yes  
\_\_\_ No

7. Before we began to work on our task, we agreed upon "working norms," i.e., procedures by which we would work and make decisions together.

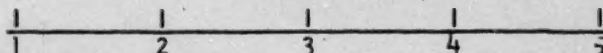
Not at  
all



To a  
large  
degree

8. Members of this governance body trust each other.

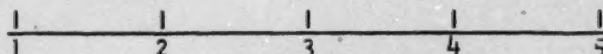
Not at  
all



To a  
large  
degree

9. Staff support for this governance body was:

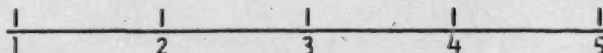
Not  
useful



Very  
useful

10. Even though I might not always agree with all members of this governance body, I do respect their sincerity and integrity.

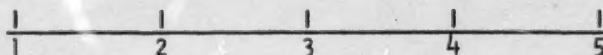
Not at  
all



To a  
large  
degree

11. I feel a "part" of this governance body.

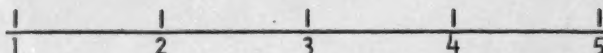
Not at  
all



To a  
large  
degree

12. In arriving at our recommendation(s), my talents and resources were used when I offered them.

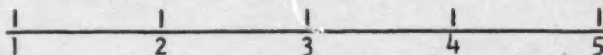
Not at  
all



To a  
large  
degree

13. Our Chairperson conducted the meetings effectively and efficiently.

Not at  
all



To a  
large  
degree

14. The quality and accuracy of the meeting records and reports were:

Poor 12345 Very good

15. The agendas of the meetings were:

Poorly planned 12345 Well planned

16. Our governance body members listened to each other.

Not at all 12345 To a large degree

17. Our governance body members were able to rise above their personal preferences and work toward a decision(s) that served the overall interests of our College.

Not at all 12345 To a large degree

18. During the meetings our discussions were normally:

Irrelevant and not informed 12345 Relevant and informed

19. In our governance body we worked to overcome the hierarchical status differences between students, faculty, staff and administrators.

Not at all 12345 To a large degree

20. This governance body listened carefully to my ideas, opinions and suggestions and considered them in reaching conclusions and decisions.

My ideas were not heard or considered 12345 My ideas were heard and considered

21. How were decisions reached in the meeting?

- a ☐ One or two members dominated and forced their decision on the group.
- b ☐ Decisions were agreed to by a majority of members; members of the minority still do not agree.
- c ☐ Decisions were agreed to by a majority of members and the minority members agreed with the majority decision.
- d ☐ Decisions were reached by agreement or consensus among all members.

22. How clearly defined were the tasks for the meetings?

- a ☐ The tasks were clearly defined at the beginning of the meeting and the decision was relevant to the task.
- b ☐ The tasks were clearly defined at the beginning, but the discussion wandered.
- c ☐ The tasks became clear only as the meeting progressed.
- d ☐ The tasks were never clearly defined.

23. When there were disagreements in the governance body, how were they handled?

- a ☐ One or two influential group members decided who or what was right.
- b ☐ Some members of the group smoothed over the difference--- suggested it did not really exist or was not really serious.
- c ☐ The disagreement was avoided--the group did not really acknowledge or try to deal with it.
- d ☐ A compromise was reached.
- e ☐ Valid differences were recognized and confronted; real attempts were made to talk them through.

24. How good were the conclusions or decisions reached in the meetings in your opinion?

Poor      1                  2                  3                  4                  5      Excellent

25. How committed are you personally to the conclusions, decisions or recommendations reached in the meetings?

Not committed      1      2      3      4      5      Very committed

26. Can you think of some helpful and unhelpful decision-making behaviors, without mentioning names, which you have seen during these meetings? Please list them.

Helpful

Unhelpful

### Bibliography

Heermann, Barry. Organizational Breakthrough in the Community College. Los Angeles, Cal.: ERIC Clearinghouse for Junior Colleges, University of California, 1974.

Keeton, Morris. Shared Authority on Campus. Washington, D. C.: American Association of Higher Education, 1971.

Richardson, Richard C., Jr., Clyde E. Blocker, and Louis W. Bender. Governance for the Two-Year College. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

### References

<sup>1</sup>Barry Heermann, Organizational Breakthrough in the Community College (Los Angeles, Cal.: ERIC Clearinghouse for Junior Colleges, 1974), p. 23.

<sup>2</sup>Morris Keeton, Shared Authority on Campus (Washington, D. C.: American Association of Higher Education, 1971), p. 149.

<sup>3</sup>Richard C. Richardson, Jr., Clyde E. Blocker, and Louis W. Bender, Governance for the Two-Year College (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972), pp. 185-186, and Keeton, p. 36.

<sup>4</sup>Richardson, et al, p. 186.

UNIVERSITY OF CALIF.  
LOS ANGELES

JUL 2 1976

CLEARINGHOUSE FOR  
JUNIOR COLLEGES